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ABSTRACT

Learning strategy applications are provided for beginning, intermediate, and advanced levels of English-as-a-Second-Language (ESL) instruction. Although designed primarily for high school students, most of the sample lessons can be used equally successfully with older learners, and some lessons are also suitable for younger learners. Chapter 1 of the teacher's guide briefly discusses learning strategies, their importance, and their limitations. Chapters 2 and 3 provide definitions of various types of learning strategies, with examples of how they are used by students. Two types are discussed: metacognitive, which involves thought about the learning process or the regulation of learning; and cognitive, which involves the direct application of a strategy to the information to be learned. Specific examples are given in Chapter 4 of the lesson plans, including sample activities for teaching learning strategies that teachers can use in the context of the ongoing instructional program. Language learning is differentiated into a series of representative activities that occur in the ESL classroom, and a number of learning strategies are identified that students can use with each. Emphasis is on motivating students to become actively involved in their own learning. Contains 10 references. (LB)

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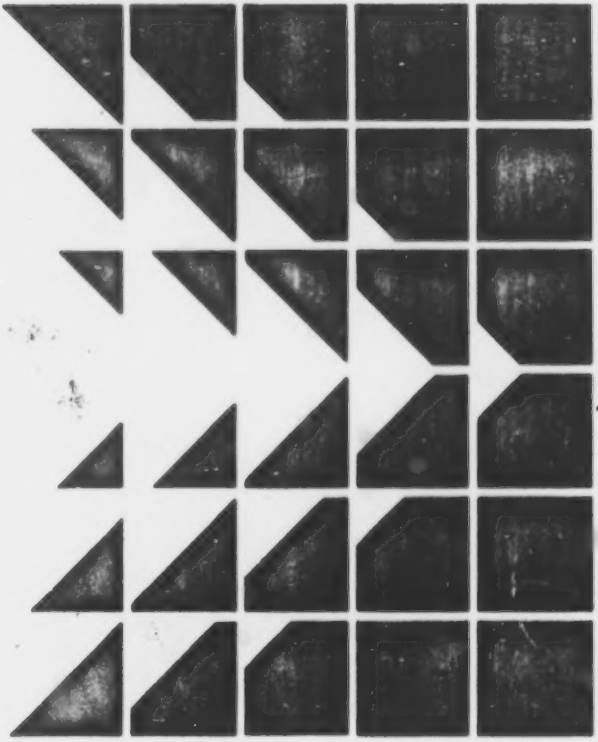
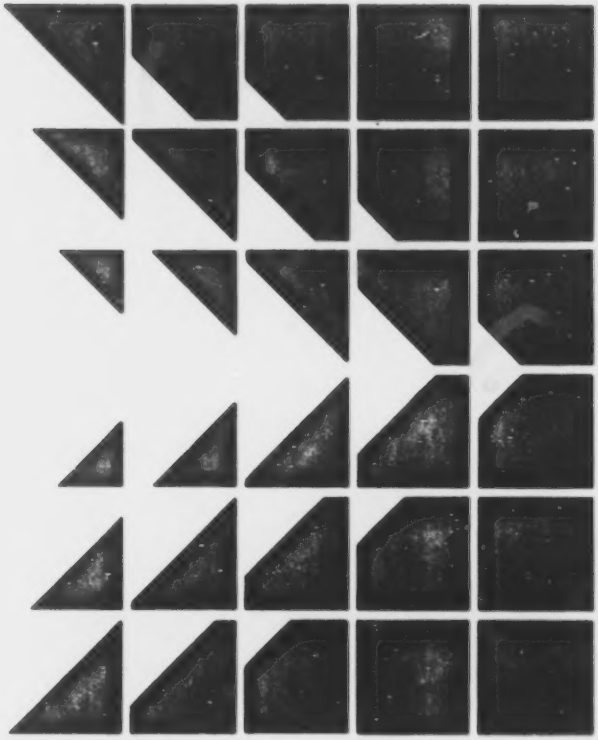
# Learning Strategies in English as a Second Language Instruction: A Teacher's Guide



NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION

# Learning Strategies in English as a Second Language Instruction: A Teacher's Guide



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**Basic Skills Resource Center**

The study of learning strategy applications for students of English as a second language was conducted as part of the Basic Skills Resource Center (BSRC) at InterAmerica Research Associates, Inc. The BSRC, supported by the Army Research Institute for the Behavioral and Social Sciences, had disseminated information on research in basic skills education in the army and conducted research on the use of learning strategies in basic skills education. To fulfill the information dissemination function, BSRC developed the Military Educator's Resource Network (MERN) consisting of a computerized database on resources in basic skills education, an inquiry response mechanism, and a variety of outreach publications. To fulfill the research function, BSRC supported five research studies concerning learning strategies in basic skills education. The "Study of Learning Strategies with Students of English as a Second Language," upon which this guide is based, is one of these five research projects. Rocco P. Russo served as project director of the BSRC and Michael O'Malley as principal investigator of the ESL learning strategies study. Collaborating in the study's design and implementation were: Anna Uhl Chamot, who provided major direction in the design of the descriptive and experimental phases of the study; Gloria Stewner-Manzanares, who guided the development of the learning strategies curriculum and instructional approach; and Lisa Kupper, who participated in the lesson development and presented the experimental curriculum in the classroom along with Drs. Chamot and Stewner-Manzanares. Dr. Richard Kern served as the technical monitor of the Basic Skills Resource Center for the U.S. Army Research Institute.

## Preface

InterAmerica Research Associates, Inc., under contract to the U.S. Army Research Institute (ARI), developed and operated the Basic Skills Resource Center (BSRC). The BSRC project has two integrated components: the design, implementation, and operation of an information service; and implementation and monitoring of an applied research agenda related to the instruction of learning strategies. *Learning Strategies in English as a Second Language Instruction: A Teacher's Guide* is a product of one of the five studies undertaken through the BSRC research component.

The BSRC research agenda includes a study designed to identify and evaluate the effects of learning strategy training on the development of oral language skills in the acquisition of English as a second language (ESL). In the course of this study, we completed a review of the literature on learning strategies in second language acquisition and in basic skills education. In addition, we conducted and synthesized ESL teacher and student interviews as well as classroom observations. Together this information provided the data sources for the development of the teacher's guide.

We designed the study to identify the learning strategies that students use to learn English as a second language. We identified the strategies through interviews with teachers and students and through observations in ESL and other classrooms containing ESL students. In the interviews, we asked what learning procedures students followed during these activities: pronunciation, oral grammar drills, vocabulary, following directions, participating in social communication, participating in operational communication, listening for facts and principles, listening to draw inferences, and making an oral presentation to the class.

The results from this study indicate that students employed a wide range of strategies in their various language learning activities. They used a far greater variety of learning strategies than had been identified in the literature review, and considerably more than had been apparent in the observations. Teachers expressed an interest in learning strategies and their applications in classrooms, and gave examples from their own experience.

The guide is for use by ESL teachers to increase familiarity with the ways in which students organize and manipulate both ESL learning materials and information they encounter outside the classroom. Drawn from direct ob-

servation and experiences, the instructional approaches presented on the following pages offer practical examples of how teachers, teacher trainers, and graduate students can integrate learning strategy instruction into ongoing ESL programs of various levels.

## Introduction

*Learning Strategies in English as a Second Language Instruction* concentrates on the applications of learning strategies to the acquisition of oral English skills. Although we do not believe in the artificial separation of language skills, we focus on listening comprehension and speaking for a number of reasons. First, listening and speaking skills are conceptual and developmental antecedents to reading and writing; consequently, they are of prime importance as prerequisite language skills for later learning. Second, students and teachers alike view these skills as extremely important in all stages of language learning but especially in earlier phases where language learning needs to be accelerated to be most useful for students immersed in a second language environment. And third, teachers may need to emphasize listening comprehension and speaking in classroom instruction because textbooks and tests at the secondary level tend to emphasize reading and writing skills. Some of the activities described do, however, integrate some reading and writing activities into a lesson plan. Teachers will find that many of the learning strategies described for listening can be applied to reading, and that those described for speaking can also be used for writing.

The guide provides examples of learning strategy applications for beginning, intermediate, and advanced levels of English as a second language (ESL) instruction. Although designed primarily for high school students, most of the sample lessons can be used equally successfully with older learners, and some lessons are also suitable for younger learners. The strategies suggested are applicable to typical activities that occur both in the ESL classroom and outside the classroom.

Chapter 1 of the teacher's guide briefly discusses learning strategies, their importance, and their limitations. Chapters 2 and 3 provide definitions of various types of learning strategies, with examples of how they are used by students. We discuss two types of strategies—metacognitive and cognitive. Metacognitive strategies involve thought about the learning process or the regulation of learning, and may entail the use of planning, monitoring, or evaluation of a learning activity. Cognitive strategies involve the direct application of a strategy to the information to be learned. There are many examples of each type of strategy, and numerous opportunities for students to control their own learning.

Chapter 4 presents specific examples of lesson plans teachers can use in the context of the ongoing instructional program. We differentiate language learning into a series of representative activities that occur in the ESL classroom, and have identified a number of learning strategies that students can use with each. Emphasis throughout is on motivating students to become actively involved in their own learning by applying the strategies wherever they see opportunities to do so. Through this effort, teachers may realize an important goal of instruction—for learners to be independent of the specific teaching approach used in the classroom.

# Learning Strategies in English as a Second Language Instruction: A Teacher's Guide

# Chapter 1

## Learning Strategies

This teacher's guide is based on the assumption that learning strategies are important for effective learning, that the strategies can be taught, and that students taught how to use them will learn more effectively and will apply them in other language learning situations outside the classroom. We believe that good learners are active learners, but that most learners need to be taught how to be active. Active learning is the key to effectiveness of learning strategies.

Learning strategies help students to become active learners by teaching them ways to organize new information, to transform it in ways that are meaningful, and to relate it to their current knowledge. These actions help the student learn the new information and retain it over a longer period of time. Knowing these strategies helps students take responsibility for their own learning because they can see clearly the relationship between the activities and the learning they produce. In addition, teachers can play an instrumental role in encouraging active learning by demonstrating and supporting the use of learning strategies *while* they are presenting the required course content.

Learning strategies are self-directed activities that help students learn and remember important information. These strategies may involve organizing and elaborating on new information to make it more meaningful, or planning and evaluating learning activities to ensure their success. Most im-

portant, the strategies are applicable to a number of areas, including learning second languages in general, but more specifically learning English as a second language. Students can use learning strategies before, during, and after *all* of their exposure to English—while listening to the teacher, studying, participating in conversations, listening to television, watching movies, or even thinking about the English language and its uses. The learning strategies described in this guide are appropriate to a variety of cognitive activities in learning English as a second language. The strategies involve thinking about, learning, or actively manipulating English language materials to facilitate acquisition or recall.

The strategies are divided into two types: metacognitive and cognitive. *Metacognitive* strategies refer to gaining knowledge about learning and to regulating that learning. That is, the learners are aware of and have control over the domain of cognition. Metacognition occurs when learners "step back and consider their own cognitive processes as objects of thought and reflection" (Brown et al. 1983, 87). Students use metacognitive strategies to control their own thought process by planning, monitoring, or evaluating a learning activity. *Cognitive* strategies involve directly manipulating or transforming learning materials in order to enhance learning or retention. Learners using cognitive strategies apply specific techniques to particular learning tasks. A cognitive strategy appropriate for one type of learning task may not necessarily be equally appropriate for a different task, whereas metacognitive strategies can be applied to a wide variety of learning tasks and situations.

The cognitive/metacognitive distinction is important for at least two reasons. First, as previously mentioned, metacognitive strategies can be applied over a greater range of learning activities, while the cognitive strategies tend to be limited to certain types of activities. For example, those strategies involving planning can be used for almost any activity, while inferencing, or figuring out unknown material by using clues found in known materials, can only be used for receptive activities such as listening and reading. Second, cognitive strategies should always be accompanied by metacognitive strategies. For example, it is likely that students who use a metacognitive strategy to reflect upon the progress and success of their learning will be more successful learners than those who rely on cognitive strategies alone.

## Importance of Learning Strategies

An understanding of learning strategies is important in second language learning for several reasons. First, students who are successful language learners use such strategies regularly; good learners, like good teachers, know how to organize and use information most effectively for acquiring new skills. Second, many students who do not yet use the strategies can learn how to use them. Third, students who have acquired learning strategies can better store and retrieve vocabulary and important concepts in the

new language. Finally, students can use effective learning strategies when a teaching strategy is not working or the material is too difficult.

The use of learning strategies can give students a new way of organizing or approaching difficult tasks, provide them with additional resources for gaining greater competency in important skill areas, help them remember important information, or simply focus their attention on the learning tasks.

## Limitations

There are a few notes of caution in our enthusiasm about the improvements that active learning and the use of learning strategies can make in classrooms. In some of the studies, learning strategies have seemed resistant to transfer across learning tasks. We suggest two ways for overcoming this resistance. One is to link any cognitive strategy with companion metacognitive strategies, so that students plan for the use of the cognitive strategy while learning and appraise its success. This could encourage refinements in the subsequent application of the strategy. A second way for overcoming resistance to transfer is to provide varying examples of learning activities in which students can apply the learning strategies. We strongly encourage teachers to employ both approaches.

A second note of caution is that certain strategies may be most useful only with certain types of learning activities or individual learning styles. In our examples of teacher activities, we allow for this in part by suggesting the use of learning strategies only with certain language learning activities. Teachers may wish to experiment with the types of student learning styles for which particular learning strategies are most appropriate; the results of such experimentation will lead to a greater understanding of how to use these important concepts.

Much additional research is needed before we can speak confidently about the effectiveness of learning strategies for all skills and activities. This is particularly true in second language learning. Although studies in the use of learning strategies with language acquisition are somewhat limited, existing research is highly promising and suggests that future applications of learning strategies in language classes may improve student learning and facilitate the task of the teachers.

# Chapter 2

## The Metacognitive Strategies

Teachers can benefit their students profoundly by showing them how to become independent learners who actively assimilate infqrmation provided by the teacher and then continue learning on their own. Teaching students to become independent learners involves giving them special strategies for developing a variety of important skills; it also involves ensuring that they continue to apply these strategies to additional learning opportunities. Teachers can present these strategies by adapting teaching techniques without changing the curriculum content. In ESL instruction, teachers can provide learning strategies for both receptive and productive skills at all levels of proficiency.

The first eight strategies are *metacognitive* strategies by which students consciously control their approaches to learning:

- Self-management
- Functional Planning
- Advance Organization
- Directed Attention
- Selective Attention
- Delayed Production
- Self-monitoring
- Self-evaluation.

Each of these strategies involves planning, monitoring, or evaluating in some way. For example, self-management involves all three, while self-monitoring involves monitoring only.

**Self-management** involves understanding the conditions that help students learn and arranging for the presence of those conditions. Self-management is a general strategy that can be used in any activity.

At a very basic level, students employ this strategy in arranging the physical environment to promote learning, e.g., searching for a quiet room to study in or practicing in front of a mirror. At another level, students may seek opportunities to interact in English, such as asking native speakers for information or directions, recognizing that such practice will enhance further learning and confidence. In addition, students can identify learning preferences such as listening to and speaking on favorite topics and direct conversations to their own areas of interest.

Examples from students*:

- "I sit in the front of the class so I can see the teacher's face clearly."
- "It's a good idea to mix with non-Hispanics because you're forced to practice your English. If you talk with a Chinese who is also studying English, you have to practice the language because it's the only way to communicate."
- (To facilitate social communication) "I try to choose the topic of the conversation. For instance, I know a lot about football, so I choose this as a topic for conversation with friends. I can have a friendly conversation when I initiate the theme of it."

**Functional Planning** combines hypothesizing, identifying, and organizing the language functions necessary to carry out an upcoming language task. This strategy may be used for both listening and speaking activities. (Four language lessons using functional planning appear in Chapter 4; refer to Activities 8, 11, 12, and 13.)

Students use functional planning to prepare for future language tasks by (1) considering the purpose of the communication; (2) identifying the language functions that are necessary to accomplish the task, e.g. greeting, small talk, complimenting, stating business, requesting information, thanking, or leave-taking; and (3) checking internal resources for available language.

Like other metacognitive strategies, functional planning lends itself to a range of applications. Students can formulate hypotheses concerning the linguistic components necessary to carry out a given task, e.g., imagining the structure of an upcoming interview and the possible questions and answers. In another instance, students can also speculate on the structure and vocabulary of an upcoming lecture. Students can check their internal resources for available language and develop strategies for learning additional language called for in the task, if necessary.

*Many of the student interviews were conducted in the student's native language; some of the student examples are rendered in the English equivalent.

Functional planning is always followed by the use of a cognitive strategy for rehearsal once a student has chosen specific language for a task. The advantages of pairing this strategy with a cognitive strategy for language rehearsal are (1) enhanced confidence; (2) greater awareness of language functions, which draws students away from translating directly from their first language; (3) adjustment of internal grammars according to new information; and (4) greater fluency in pairing intention with internal resources.

**Advance Organization** involves making a general but comprehensive preview of the organizing concept or principles in an anticipated learning activity. (Three language lessons using advance organization appear in Chapter 4; refer to Activities 3, 7, and 11.) With this strategy, either teachers or students can preview an upcoming lecture or other oral presentation through explaining and discussing the concepts in the materials. Students can review materials or consider a task in advance by looking for the principles underlying a forthcoming lecture, orally presented lesson, or communication task (e.g., an interview). Students may also initiate discussions on the topics with other students or with the teacher in order to grasp the principles.

Advance organization is used often with written materials but may also be applied to oral interactions. The focus here is on the *subsuming* principles or relationships in new information rather than on a simple outline or overview of the material. The purpose is to give students *general* and *inclusive* ideas to which they can relate new material meaningfully. Teachers can accomplish this through a narrative, question-based, visual, or schematic presentation. Students can also obtain the information independently through review of reference materials or discussions with others in which they use forms of representation.

Example from a student:

> "You review before you go into class. You at least look through each lesson. I don't try to totally understand it; I look over it. If we're learning the future tense, I'll look at the future tense and get an idea in my head about it, how to use it, when to use it."

**Directed Attention** implies deciding in advance to attend *in general* to a learning task and to ignore irrelevant distractors. Directed attention is a general strategy that can be used in any activity. Students can train themselves to focus full attention on the learning task by:

- Deciding that an upcoming activity will require full attention;
- Telling themselves that focusing attention will aid their learning;
- Consciously avoiding distractions such as looking out the window or listening to extraneous conversation.

While teachers routinely require students to concentrate and focus attention, many students report consciously using this strategy to facilitate learning both in and out of the classroom.

Examples from students:

- "I try to listen very carefully to what the P.E. teacher is saying. I'm the only Spanish speaker in the class, so my friends can't explain to me in Spanish. I pay attention to the teacher and try to understand."
- "Think only of what the teacher is saying and put other things out of your mind."

**Selective Attention** requires deciding in advance to attend to *specific* aspects of language input or situational details. (Five language lessons using selective attention appear in Chapter 4; refer to Activities 5, 6, 8, 9, and 10.) Students actively listen for specific sounds, structures, meanings, and pieces of information to enhance learning and retention; for example, they listen for the way a particular English sound is made in various contexts and situations. In conversation, students listen for the recurrence of an unknown item to verify the meaning. For other situations, students focus on certain details to aid in later recall of the item, e.g., actively taking note of the situation in which they hear new items such as noting that they encountered a new word in a restaurant. By searching for specific pieces of information, students can focus on certain details and ignore others, e.g., the current temperature in a weather forecast.

While this strategy typically has been teacher induced, students also report actively using it as a way of furthering comprehension and learning new linguistic forms and vocabulary.

Examples from students:

- Students reported that they listen for specific phrases that organize material, such as "This is important" and "An important point to remember is. . . ."
- To learn how to pronounce a word correctly, one student indicated that she looks at the teacher to see "what her mouth does to pronounce the word."
- To determine the main idea of a lecture, one student related, "She repeats the same word every time, that's where I get the main idea. Names are important."

**Delayed Production** arises from consciously deciding to postpone speaking and to learn initially through listening comprehension. (Activity 6 in Chapter 4 is a sample language lesson using delayed production.) In some cases, students may choose to postpone completely any speaking in the target language until they have acquired enough knowledge of the second

language to begin conversing. Students who sense themselves "ready" to speak may do so with much more willingness and involvement than if they had begun to speak earlier. On the other hand, students may delay speaking at certain times only—at the store or in class—until they feel confident enough to speak in such a situation.

The period of delay should be filled with opportunities for learning, or the postponement will not be fruitful.

Examples from students:

- "I can more or less understand whatever is said to me now, but the problem is in talking. I need to study more so that I can talk better. I talk when I have to, but I keep it short and hope I'll be understood."
- Many students indicated that in the beginning they were silent and preferred not to speak. One said she definitely was not shy but had decided not to speak because she was not ready. However, now she has become a chatterbox all of a sudden because she knows enough English, and her classmates think she has had a personality change.
- "I have some American friends, and I play with them and they invite me to go places with them. What I do is to be quiet and listen because I imagine that I might say something wrong, and they might laugh at me. I understand a lot of what they say, but as for speaking, I'm afraid of speaking."

**Self-monitoring** consists of correcting one's own speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present. This strategy includes self-correction while spontaneously speaking. Students may make corrections in their speech upon hearing themselves mispronounce a word or use incorrect grammar. (Two language lessons using self-monitoring appear in Chapter 4; refer to Activities 1 and 4.)

Self-monitoring occurs as students are speaking. In some cases, excessive use of this strategy during speech may disrupt communication more than permitting a larger percentage of errors to go uncorrected (Krashen 1983).

Examples from students:

- One student reports that he checks his speech for errors and makes a mental note of problem words.
- Many students were observed, both in the classroom and in the interviews, to correct their own speech. "They was dancing—*were* dancing."
- "Read out loud so you can hear your own errors. Then you can improve your pronunciation."

- "I don't prepare in advance, and I don't write anything down; I just start talking. What happens is that sometimes I cut short a word because I realize I've said it wrong. Then I say it again, but correctly."

**Self-evaluation** results from checking the outcomes of one's own language learning against an internal measure of completeness and accuracy. This includes reviewing strengths and weaknesses, and redirecting learning based on results of the review. (Four language lessons using self-evaluation appear in Chapter 4; refer to Activities 2, 5, 12, and 13.)

Students examine the results of their own production and decide which elements they can improve; e.g., "The store clerk did not understand me when I said 'X'. I should find out how to say it better." In other instances, students review their capabilities after completing a lesson, determine which skill areas are in need of improvement, and use this information in scheduling further study.

Students can also use this strategy while formally preparing for some performance such as an oral presentation. They record a monologue or dialogue and play back the tape to review and to correct oral production. Again employing self-evaluation after the presentation, students can analyze their performance; identify areas that need improvement in pronunciation, grammar, or other aspects of the presentation; and then arrange for study opportunities where these skills can be refined.

Through self-evaluation, students also periodically take stock of their progress as language learners by comparing what they could accomplish in the language at earlier stages with what they can accomplish now and by establishing future language learning goals.

Examples from students:

- "After I have talked, I start remembering everything I have said, and I see what were my mistakes."
- Several students reported that they remembered the reactions of others to certain phrases or words they had used to make sure of their appropriateness to the situation.
- One student prepares for oral reports by speaking into a tape recorder and carefully listening to the result. She works on the speech until she feels that her presentation is good.

# Chapter 3

## The Cognitive Strategies

Cognitive strategies are divided into two groups, depending on their familiarity and potential for novel use in second language learning. The first group represents many of the more familiar strategies that successful language learners use: repetition, translation, deduction, recombinations, contextualization, elaboration, and questions for clarification. These strategies do not provide as many opportunities for novel use as some of the other strategies, and therefore will be discussed only briefly.

The second group of cognitive strategies relates directly to the classroom activities outlined in Chapter 4. We explain each strategy in depth in this section of the guide to ensure a comprehensive understanding of the strategy and its range of applications. We also include specific examples of strategy use cited by individual students during interviews. While many of these cognitive strategies will already be familiar to the classroom teachers, the strategies have the potential for novel applications. Thus, we provide a more detailed explanation of their use. The strategies are: resourcing, grouping, note taking, imagery, auditory representation, transfer, and inferencing. Cooperation, although included in this chapter, has been classified as a socioaffective strategy because it involves social interaction.

The following seven cognitive strategies are familiar to second language teachers and present fewer opportunities for novel uses:

- *Repetition*—imitating a language model orally, mentally, or in writing;

- *Translation*—using the first language as a base for understanding or producing the second language;
- *Deduction*—consciously applying rules to produce or understand the second language;
- *Recombination*—constructing a meaningful sentence or longer language sequence by combining known elements in a new way;
- *Contextualization*—placing a word, phrase, or other language element in a meaningful setting such as a sentence, conversation, or longer language sequence;
- *Elaboration*—relating new information to other concepts already learned, or relating one piece of new information to another;
- *Questions for Clarification*—asking a teacher or other native speaker for repetition, paraphrasing, explanation, or examples.

The remaining cognitive strategies generally provide numerous opportunities for novel uses in teaching. In many cases, these strategies require greater student engagement in directly manipulating the learning materials than those strategies in the first group. Teachers should bear in mind that these strategies become more effective tools as students learn to apply them in conjunction with the appropriate metacognitive strategies previously outlined.

**Resourcing** means using target language reference materials. Students use dictionaries, encyclopedias, and any other written materials in the target language that enhance comprehension and further learning. (Resourcing appears as part of Activity 13 in the language lessons in Chapter 4.) Examples from students:

- "I have both an English and Spanish dictionary because there are also a lot of words I don't know in Spanish."
- "The English dictionary can be very good if you are interested in additional meanings or variations of the word in English."
- "It is better to use an English dictionary because it gives you all the other meanings of the word. Then you can use the word in more than one way."
- "First, you have to investigate the topic in books. Look up the words you don't know, write the information down, underlining the words you don't know so you can find a synonym to use that you do know and are comfortable with using."

**Grouping** consists of reordering or reclassifying and perhaps labeling the

material to be learned based on common attributes. With this strategy students find common aspects in large amounts of material, and rearrange the material according to common aspects. (Grouping appears as part of Activity 2 in the language lessons in Chapter 4.)

Such rearranging may be as simple as grouping vocabulary items by a common attribute of meaning (e.g., zebra, giraffe, elephant—animal); function (items used in a kitchen), or sound (ball, call, fall), or it may be as complicated as grouping phrases according to linguistic function (e.g., compliment, request, condolence).

Examples from students:

- (To aid in learning new vocabulary) "If the list is too long, break it up into sections of about five words at a time. One way to do this is by arranging them in alphabetical order."
- (To aid in following directions) "If it's complicated, break it into individual steps or groups of steps so it's easier to remember."

**Note Taking** involves writing down the main idea, important points, outline, or summary of information presented orally or in writing. Note taking can be as simple as writing down a new word or phrase to aid retention of those items or as complex as following a lecture by outlining main points. Students report using this strategy often to aid comprehension and retention of new items and important information. (Note taking appears as part of Activities 5, 6, 9, 10, 11, 12, and 13 in the language lessons presented in Chapter 4.)

Examples from students:

- "I take notes in English on what the teacher is saying. I listen to what is being said and try to find the easiest way to write it down that will refer back to the material."
- "I keep a notebook in which I write down words, what they mean, and also how they're pronounced—I write down how they sound to me."
- (To aid in following directions) "I write down the steps as the teacher says them aloud."
- "I always take notes in English instead of Spanish because then you think in English about what the teacher said."

**Imagery** is the process of relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations. For example, students can visualize *a picture* or the image of the *written item* to aid retention and recall. They can actively visualize actions, people,

and settings in dialogues for study in class and at home. Teachers have traditionally made use of visuals in their classrooms, but students also can generate images on their own to enhance comprehension and retention of new material. (Imagery appears as part of Activities 2, 4, 5, and 11 in Chapter 4.)

Examples from students:

- (For vocabulary learning) "Pretend you are doing something indicated in the sentences you make up about the (new) word. Actually do it in your head."
- "Sometimes I imagine what the word represents so that I can remember it."
- "We make a log of drawings in class to show what we are studying, writing in the dates of each event. We have made a whole lot of pictures to show an idea, and this helps communicate the meaning. Looking at the pictures helps us remember the meaning—just like the Walt Disney films. If there's a drawing on the board, we take it in, and it stays."
- (To facilitate making an oral presentation) "I make pictures of the information I will present, and I follow them to help me remember what to say and to help the person I am talking to understand what I am saying."

**Auditory Representation** involves retaining the sound or similar sound for a word, phrase, or longer language sequence—in other words, storing words or phrases by how they sound. Students may learn a song phonetically with no regard for meaning. What is recalled is sound alone. Students may store new words or phrases with familiar items that sound similar, for example *familiar* sounds like *family* and *carta* (Spanish) sounds like *cart* (English). (Auditory representation appears as part of Activities 1, 4, and 13 in Chapter 4.)

Examples from students:

- "When you are trying to learn how to say something, speak it in your mind first. Then say it aloud. If it is correct, you can keep it in your mind forever."
- "Music helps us remember new words. Somehow remembering the tune helps you associate the words or sentences that go with it."
- In a social situation when one student hears a new word, "I remember the word by the sound so that I can look it up later."

**Transfer** results from using previously acquired linguistic or conceptual

knowledge (whether acquired in the first or second language) to facilitate a new language learning task. Students relate similarities in the first and second languages; e.g., English *insolent* sounds like and means roughly the same as Spanish *insolente*, and Spanish word order is generally the same as English word order. (Transfer appears as part of Activity 3 in Chapter 4.)

Employing transfer, students relate knowledge of functions to their present language needs; for example, they use courtesy formulas (e.g., polite requests, apologies) found in the first language for similar functions in the second language. Students relate previous training to the present activity by using rote memorization as a strategy for studying language.

Transfer can be used in a positive way, as in producing and comprehending the second language by capitalizing on similarities found between the first and second languages. In some cases, however, transfer results in the overgeneralization of a rule or phrase, resulting in the learner not being understood.

Examples from students:

- "Some words are similar to words with the same meaning in Spanish, so I can use them and more or less be understood."
- "Many times the word endings are the same as in my language, and it makes it easier to understand the word."
- "I remember how I learned French and use the same techniques for learning English."
- "I do well in math class. I understand because I was more advanced in math in my country, so what I already know helps me understand what the teacher is explaining. For instance, in geography class, if they're talking about something I have already learned (in Spanish), all I have to do is remember the information and then try to put it into English."

**Inferencing** employs available information to deduce meanings of new items, predict outcomes, or fill in missing information. Students guess the meaning of unknown items by using the surrounding words or sentences as clues, and also use knowledge of the topic or situation to arrive at the meaning of unknown material in a conversation or lecture. (Inferencing appears as part of Activities 7 and 8 in Chapter 4.)

Examples from students:

- "Sometimes all the words of the sentence make (create) the meanings of the new word. I think of the whole of the sentence, and then I can get the meaning of the new word."
- "More than anything else it's logic that helps you figure out what the teacher means, even if you can't understand all the words. At least you can use logic to get the main idea."

- "I identify what the sentence is talking about. I look at the words around the one I don't know. Figure out if the word is a noun, a verb, etc. That gives a clue to its meaning."
- "Watch TV in English. Remember what you understand; for example, the character says 'go outside' and you see him go outside. You can hear something on TV and then the same thing in school and figure it means the same thing."

**Cooperation** requires working with one or more peers, family members, or other individuals to obtain feedback, pool information, or model a language activity. (Cooperation appears as part of Activities 3, 7, 8, 9, 10, and 13 in Chapter 4.) This strategy can take a variety of forms. Students ask a peer for clarification of what the teacher said, for example. Students pool information and give each other feedback on assignments done at home, or one student models pronunciation, structure, or an appropriate phrase for another student in class or out of class. In other cases, students ask a family member to quiz them on material to be learned. In addition, students can work together in class to create a joint product that will receive a group grade.

Examples from students:

- "When I say something in a conversation that isn't right, my friends say it correctly in a different sentence, and this helps me learn how to say it correctly the next time. They don't exactly correct me, but they say it the right way, and I listen and say it better the next time."
- "Make your presentation to a friend or someone else who will listen and give you feedback."
- "If you don't understand the directions, either watch your friends or ask them to help you."

Teachers can undoubtedly cite additional instances in which they have observed students applying any one or a combination of these cognitive strategies to their language learning activities. By systematically introducing new issues of the various cognitive strategies paired with the broader applications of appropriate metacognitive strategies, as outlined in the following chapter, teachers can enable their students to make direct and efficient use of learning opportunities.

# Chapter 4

## Teaching Learning Strategies

Students who have a varied repertoire of strategies to apply to a wide range of language learning tasks are far more likely to be effective language learners. The language lessons in this chapter are designed to assist teachers in helping students develop such a repertoire, so that they can become more independent language learners.

The sample activities that follow are designed to illustrate a variety of possible uses of learning strategies. In every case we have paired a cognitive with a metacognitive strategy. This combination provides students with an approach that is both task specific and generalizable to other tasks. Further, using a metacognitive strategy will help students to become aware of the process of language learning and to regulate their use of cognitive strategies for language learning activities.

Fourteen strategies have been chosen as examples of the use of strategies in language learning activities familiar to both teachers and students. Eight of the strategies are cognitive and six are metacognitive, a choice based on anticipated usefulness and effectiveness for students. We have not included strategies such as translation that may be widely used by students because other strategies show far more potential for success. The strategies we have included have wide application, yet teachers may wish to experiment with different combinations of strategies for individual students.

The format for each activity is essentially the same: strategies, identifying information for the activity, classroom procedures, assignment, follow

up, student-initiated use of the strategies, and comments. This sequence illustrates the progression from teacher-initiated to student-initiated use of strategies. First, the procedures outline ways of incorporating the use of strategies into classroom lessons. Second, specific assignments follow which reinforce the students' use of strategies outside the classroom. Third, a follow-up activity enables teachers to check on the independent use and success of strategies, as suggested in the general procedures for teaching learning strategies. Finally, examples illustrate how students can use the strategies independently.

As with any new idea, teachers have to remind students to use strategies until they have experienced success and feel comfortable with them; students may resist giving up habitual rote strategies that they have been using for many years. Teachers need to consider individual learning styles in selecting appropriate strategies. They will also find it useful to check the success of strategies with students. If certain strategies prove ineffective, teachers can suggest others in different combinations. Most important, students should come to feel that study is not a haphazard process. They have access to strategies that they can apply systematically, and they can improve the likelihood of successful language learning if they use those strategies consciously.

## General Procedures for Teaching Learning Strategies

This section suggests ways of introducing and checking for use of learning strategies.

1. Explain to students that you will be showing them specific techniques that they can use on their own to improve their English. Inform them that many of these techniques were suggested by successful language learners, and that if they use them, they too can be successful language learners.

2. Teach the strategy in conjunction with a typical class activity, such as listening comprehension, pronunciation drills, grammar practice, or reading and writing lessons.

3. After students have practiced the strategy in class, ask them to practice it outside class. Suggest specific situations in which they could practice the strategy on their own, and ask for their suggestions for additional situations.

4. Have students report on their use of the strategy outside class.

5. Remind students about using a learning strategy when you introduce new material and make assignments.

6. Check with students after an exercise or assignment to find out if they remembered to use a learning strategy.

## Sample Activities for Teaching Learning Strategies

Figure 1 lists the activity number at the far left followed by the type of activity illustrated (e.g., listening comprehension) and the level for which the activity is appropriate (beginning, intermediate, or advanced). Then the appropriate metacognitive strategies are listed, followed by the cognitive strategies incorporated into the lesson. In general, the activities are listed from a lesser degree of complexity to a higher degree in terms of strategy use and student level.

### Figure 1
### Activities for Teaching Learning Strategies

| Activity Number | Activity | Level | Metacognitive Strategies | Cognitive Strategies |
|---|---|---|---|---|
| 1 | Pronunciation Drill | B | Self-monitoring | Auditory Representation |
| 2 | Vocabulary Building | B | Self-evaluation | Imagery/ Grouping |
| 3 | Vocabulary Building | B | Advance Organization | Transfer/ Cooperation |
| 4 | Oral Drill (Dialogue) | B | Self-monitoring | Imagery/Auditory Representation |
| 5 | Following Directions | B, I | Selective Attention Self-evaluation | Imagery/Note taking |
| 6 | Listening Comprehension (Social) | B | Selective Attention Delayed Production | Note taking |
| 7 | Listening Comprehension (Lecture) | B, I, A | Advance Organization | Inferencing/ Cooperation |
| 8 | Listening Comprehension (Social) | I | Functional Planning Selective Attention | Inferencing/ Cooperation |
| 9 | Listening Comprehension (Lecture) | I | Selective Attention | Note taking/ Cooperation |

**Key to Level**
**B = Beginning**
**I = Intermediate Students**
**A = Advance Students**

*(Continued)*

## Figure 1
## Activities for Teaching Learning Strategies
(continued)

| Activity Number | Activity | Level | Metacognitive Strategies | Cognitive Strategies |
|---|---|---|---|---|
| 10 | Listening Comprehension (Lecture) | A | Selective Attention | Note taking/ Cooperation |
| 11 | Self-generated Dialogue | B, I | Functional Planning<br>Advance Organization | Note taking/ Imagery |
| 12 | Operational Communication | B, I | Functional Planning<br>Self-evaluation | Note taking |
| 13 | Oral Presentation | A | Functional Planning<br>Self-evaluation | Note taking<br>Auditory Representation<br>Resourcing/ Cooperation |

Key to Level
B = Beginning
I = Intermediate Students
A = Advance Students

## Activity 1

**Metacognitive Strategy:** Self-monitoring
**Cognitive Strategy:** Auditory Representation
**Activity Name:** Pronunciation Drill
**Level:** Beginning
**Time:** 10 minutes
**Objective:** Recall and produce previously heard material
**Materials:** Lists of phrases/sentences prepared by teacher

**Classroom Procedures**

1. Teacher provides a model of a word/phrase/structure/sentence and asks students to replay the model mentally, as if they were listening to an internal tape recording (auditory representation). Students may close their eyes during this portion of the exercise.
2. Students imitate model individually, taking time to backtrack and correct any part (self-monitoring) that does not match their mental auditory image.

**Assignment**

Students are to listen to several phrases/utterances heard on television or radio, note them down (phonetically), and report on them in class.

**Students are to:**

1. Name program.
2. Listen for several phrases and repeat them immediately.
3. Note down phrase (phonetically).
4. Repeat the phrases.
5. Close eyes, repeat by referring back to the auditory representation.

**Follow Up**

In class, students read the phrases, then close their eyes and try to remember the phrases in order to produce them without notes.

Teacher may tape record this or provide an additional model of the phrases.

Students then work in pairs to check each other's pronunciation by using a tape recording as a model, checking for comprehensibility.

**On Their Own**

Students can listen to records, tapes, or television programs, repeat a phrase after hearing it, note it down, and repeat it again with eyes closed. They can correct themselves by looking at their notes and replaying their mental auditory representation.

## Activity 2

| | |
|---|---|
| **Metacognitive Strategy:** | Self-evaluation |
| **Cognitive Strategy:** | Imagery/Grouping |
| **Activity Name:** | Vocabulary Building |
| **Level:** | Beginning |
| **Time:** | 30 minutes |
| **Objective:** | Recall new vocabulary items in a recall test |
| **Materials:** | Lists of vocabulary items that relate to specific domains such as household items |

**Classroom Procedures**

1. Teacher asks students to imagine a domain, e.g., rooms in a house.
2. Students then imagine objects in a specific room.
3. Students report to the teacher what they are imagining, using paraphrases and familiar language to explain if they don't know specific labels.
4. Teacher puts items on board according to room label, e.g., kitchen, bedroom, bathroom.
5. Students close their eyes and imagine the room and the objects as teacher reads each group from the board.
6. Teacher then calls for comprehension/recall by naming the item, and having a student say in which room the object lies.
7. Teacher then names a room, and students supply the list of objects found in that room.
8. Students write down the number of vocabulary items that they answered cor-

rectly and list in a diary those that they missed. Students may give these items appropriate titles and may even accompany them with a small illustration.

**Assignment**

Students are to take a list of domains and vocabulary items home to group under titles. They are to learn the lists by following the same procedures outlined above.

**Follow Up**

The teacher gives a short quiz on the vocabulary items by (1) giving a title and having students list the vocabulary that relates to it, and (2) giving a vocabulary item and having students name the domain. Students then write the words they had difficulty remembering in a diary under the appropriate title.

**On Their Own**

1. Students listen to a specific television program and note down new vocabulary items as they hear them.
2. Students put new items under situational titles, e.g. news program, economy, weather.
3. They look up items for meanings. As they look over the list, students imagine the specific situation for each.
4. Students look over groups of items and title for each group. Then they look at the titles and think of groups of items as a memory check. They can write difficult items in their personal diaries along with small illustrations to help them remember the meaning.

## Activity 3

**Metacognitive Strategy:** Advance Organization
**Cognitive Strategy:** Transfer/Cooperation
**Activity Name:** Vocabulary Building
**Level:** Beginning
**Time:** 5 to 10 minutes
**Objective:** Increase awareness and ability to produce English language functions appropriate to a situation
**Materials:** Lists of English language functions and as much information as possible about similarities and differences between them and similar functions in students' first language(s)

**Classroom Procedures**

1. Teacher points out similarities between language functions in the students' first language and English—e.g., greetings, requests, apologies, acknowledgments, or leave-takings—and asks students to describe the similarities and differences in one of these language functions (advance organization, transfer).

2. Teacher (with student contributions) provides English phrases and sentences that express the function discussed, and describes social situations in which it is appropriate.

**Assignment**

Students are to list functions for different situations that are similar in their own culture.

**Follow Up**

Students report on their lists, explaining to the class the similarities between the language functions in English and their first language (transfer). Students sit in small groups and, concentrating on a single language function (e.g., apologies) at a time, pool their information on how this function is expressed in English (cooperation). Teacher circulates to answer questions and to check appropriateness of English expressions for function under discussion.

**On Their Own**

Students find other examples of similarities and differences in language functions between their own language and English through television, movies, and observation of interchanges between English speakers. Students can be encouraged to keep a notebook in which they jot down their observations of English language functions and the social situations in which they occur. At the beginning level students will write a large part of this type of journal in their first language, but as they learn more English they will be able to take their notes on language functions in English.

## Activity 4

**Metacognitive Strategy:** Self-monitoring
**Cognitive Strategy:** Imagery/Auditory Representation
**Activity Name:** Oral Drill (Dialogue)
**Level:** Beginning
**Time:** Two 15- to 20-minute segments
**Objective:** Demonstrate oral production of a dialogue
**Materials:** Teacher- or commercially prepared dialogue

**Classroom Procedures**

1. Teacher briefs students on what happens in the dialogue.
2. Students close their eyes and formulate their own images (imagery) as teacher reads dialogue or plays tape. Teacher can encourage imagery by asking for details of specific images from individual students.
3. Teacher then says dialogue and pauses after each speaker in dialogue. During the period of silence, students mentally replay sounds of dialogue (auditory representation). This encourages students to form auditory representations of the lines.
4. Teacher then displays script of the dialogue on the board and students follow

as teacher reads. Students are instructed to imagine the action as the teacher reads (imagery).

5. Teacher erases part of the script so that a partial script with missing words or phrases remains on the board.
6. Students read these aloud and supply missing parts, either individually or as a group, pausing to correct themselves when they make errors or omissions (self-monitoring).
7. Teacher erases additional words and phrases from dialogue on board.
8. Students read dialogue and fill in missing parts, pausing to correct themselves when necessary (self-monitoring).
9. Teacher erases board completely.
10. Students close their eyes, imagine the scenes in the dialogue (imagery), and mentally hear the dialogue lines (auditory representation).
11. Finally, the students reproduce the dialogue on their own.

**Assignment**

Students are to take a dialogue script home to study as they have done in class—by covering up more and more of the script, imagining the action, and mentally replaying the lines until they can reproduce the script smoothly.

**Follow Up**

Teacher checks dialogue production for comprehension, fluency, and accuracy.

**On Their Own**

Students can take a script home and read through it aloud several times. Then they cover up various parts of the dialogue and try to fill in missing parts, successively covering up more and more parts until they can reproduce the dialogue without cues. Each time the dialogue is repeated, they are to imagine the action in the dialogue and refer back to the script to correct themselves (self-monitoring).

**Comments**

This technique is good for the very early stages when students have little or no knowledge of English. To convey the concept of producing images to follow the action, the teacher may have to use visuals in the beginning. While we feel that dialogues are useful for modeling the language and culture, we do not encourage dialogue memorization per se. We have found that self-generated dialogues are more meaningful to the student (see Activity 11: Functional Planning/Self-generated Dialogues), particularly after some language acquisition has taken place.

## Activity 5

**Metacognitive Strategy:** Selective Attention/Self-evaluation
**Cognitive Strategy:** Imagery/Note Taking
**Activity Name:** Following Directions
**Level:** Beginning/Intermediate
**Time:** 30 minutes

**Objective:** Retain and recall directions given in English
**Materials:** Teacher-prepared lesson on "how to do something" (suggestions: a recipe, a a model plane or car to be assembled, a collage, a science experiment, a dance)

**Classroom Procedures**

1. Teacher demonstrates how to do an activity while giving verbal instructions and asks students to imagine doing the same procedures during the demonstration (imagery).
2. Students concentrate on words that indicate sequence of steps, e.g., first, second, then, finally (selective attention). Students take notes during demonstration (note taking).
3. The notes may be quite abbreviated, perhaps as simple as an object and verb, e.g., "put sugar in bowl"; "unscrew cap"; "take five steps." Depending on the activity, some notes may be graphic (e.g., diagrams) rather than verbal.
4. Students then perform the same actions using notes as an aid.
5. Students say how accurately they carried out the instructions, and describe any problems (self-evaluation).

**Assignment**

The teacher gives students directions to carry out at home, making sure that each student can work with either another student or a family member who reads the instructions aloud while the student takes notes and then carries out the instructions from the notes.

**Follow Up**

Students discuss their experiences, and the teacher checks the notes and possibly the product.

**On Their Own**

Students select a process, e.g., following a recipe, repairing a lamp, hanging a picture, or playing a game. While a peer or a family member reads instructions, the students take notes of key concepts. The students then attempt to follow instructions according to notes, asking clarification questions of the person with the written instructions. Success is measured by the product and by checking back to written instructions.

## Activity 6

**Metacognitive Strategy:** Selective Attention/Delayed Production
**Cognitive Strategy:** Note Taking
**Activity Name:** Listening Comprehension (Social)
**Level:** Beginning
**Time:** 10 to 15 minutes
**Objective:** Demonstrate recognition and comprehension of socially useful language
**Materials:** Notebooks

**Classroom Procedures**

1. Teacher might devote the first semester to preparing for social interactions (delayed production).
2. Students keep a journal in which they note down social interactions they hear (note taking). They should pay attention to such key components as: greetings, introductory phrases, compliments, politeness, leave-taking (selective attention).
3. Once a week the teacher devotes 10 or 15 minutes to students presenting phrases they have heard, comparing this with similar phrases that accomplish the same function. The class repeats after the model presented (teacher corrects mistakes the students have made in noting down what they have heard).

**Assignment**

1. Outside the class students are to be responsible for attending to social interactions they hear on the part of native speakers (selective attention).
2. They are to take notes on what they hear as accurately as possible (note taking).

**Follow Up**

Once a week they are responsible for handing in their notes on a short interaction they have observed (note taking).

**On Their Own**

Students can keep the journal of useful phrases, noting down the place, general situation, and any details that will help them remember how the phrases were used.

**Comments**

The emphasis here is not on whether they have spelled the words correctly or even heard them correctly because the teacher will make necessary adjustments before presenting the words to the class. The emphasis is on learning to discriminate among English sounds, as well as learning the actual phrases and tone used to accomplish specific functions.

## Activity 7

| | |
|---|---|
| **Metacognitive Strategy:** | Advance Organization |
| **Cognitive Strategy:** | Inferencing/Cooperation |
| **Activity Name:** | Listening Comprehension (Lecture) |
| **Level:** | All |
| **Time:** | 10 to 30 minutes |
| **Objective:** | Use prior knowledge to understand new material |
| **Materials:** | Written, taped, or videotaped short lecture |

**Classroom Procedures**

1. Teacher briefs students on topic of upcoming lecture and asks them to review mentally all they know about the topic and the structure of a lecture (ad-

vance organization). Teacher instructs students to guess unknown material from known material (inferencing). Students can use:

a) structural clues—is the item a subject, verb, or object?
b) semantic clues—if the item is a noun, is it animate or inanimate?
c) topical clues—does this detail fit in with overall topic?
d) visual/auditory clues—do speakers' faces or tone indicate that they are persuading or reporting?

2. After the teacher's oral presentation, students pool known information and guesses (cooperation).
3. Teacher discusses group consensus and checks for comprehension. (If students find this too difficult, the teacher can put bits of known material on board and lead students in making logical connections with questions.

**For the Beginning Level**

1. Teacher plays videotape of a news program once with no sound. Students are asked to outline the overall topic—what kind of program is this and what type of information does it probably contain (advance organization)?
2. Teacher plays videotape a second time with sound and asks students to guess which portions are international, national, and local news; weather; finance; and human interest (inferencing).
3. Teacher plays videotape a third time, singling out international news. Students guess the country, who is involved, and possibly the main issue (inferencing).
4. Students pool inferred information to produce the main points covered in the videotape (cooperation).

**Assignment**

Students are to watch or listen to a news program at home and to note down (1) the type of news, (2) who is involved, (3) where, and (4) a main idea, if possible.

**Follow Up**

Students report in class on what they found out from the news program.

**On Their Own**

Students can listen to a conversation or watch a program where they have to guess unknown items. By using prior knowledge and meaning found in the context of a program, for example, they can infer the meaning of new words, and by pooling information with someone else who has watched the same program, they can understand the main ideas.

## Activity 8

**Metacognitive Strategy:** Functional Planning/Selective Attention
**Cognitive Strategy:** Inferencing/Cooperation
**Activity Name:** Listening Comprehension (Social)
**Level:** Intermediate
**Time:** 30 minutes

**Objective:** Demonstrate understanding of natural conversation in social settings by a comprehension check

**Materials:** Taped conversation involving social (informal) settings

**Classroom Procedures**

1. Students discuss what might happen at a given social event, e.g., range of topics, greetings, small talk, attention getting, story telling, arguing, complimenting, or cheering (functional planning).
2. Students speculate on specific lines that fulfill the functions or on phrases that introduce such functions, e.g., "something happened the other day," "Did you hear the one about?" (functional planning).
3. Students listen to several social conversations. Students listen for specific functions and phrases identified in procedures 1 and 2 (selective attention). Using this basis, they then guess unknown material (inferencing).
4. Students pool information as a group (cooperation) and discuss their impressions of the conversations with the teacher.

**Assignment**

Students are to attend a social event of their choice, e.g., baseball game, dance, or club meeting. They listen to a conversation and use inferencing to understand the main idea.

**Follow Up**

Students report on conversation in class.

**On Their Own**

Students think of what may happen at a given event. They listen to a conversation at the event, e.g., party, sport event, or on television. Using their hypotheses and knowledge of the topic, they guess unknown material. They may compare observations with a peer or family member who is more proficient, e.g., "Did they say____?" "Is that what you say when you are complimented by someone?"

## Activity 9

**Metacognitive Strategy:** Selective Attention
**Cognitive Strategy:** Note Taking/Cooperation
**Activity Name:** Listening Comprehension
**Level:** Intermediate
**Time:** 30 minutes
**Objective:** Recall main points of a short lecture
**Materials:** Teacher-prepared lecture, audiotape, or story

**Classroom Procedures**

1. Teacher has students review the reasons why note taking is useful, i.e., note taking helps you follow and organize what is said and it helps you remember.

2. Teacher presents the T-list method to the students as a useful means for taking notes. Teacher emphasizes that students write main points on the left of the center line and corresponding details or examples on the right (refer to figure 2 for a sample T-list).

**Figure 2**
**Sample T-list**

| **Taking Notes** | |
|---|---|
| Main Points | Examples or Details |
| Usefulness | Understand, remember lecture |
| Ways to take notes | Lists<br>Outlines |
| How to take notes | Get main ideas<br>Show importance of parts<br>Write short phrases<br>Reorganize notes *after* lecture |

**Figure 3**
**Markers Found in Lectures**

| | |
|---|---|
| Introduction: | First, to begin with, first of all<br>Second, next<br>Finally, last<br>I will speak on three main points<br>Today I will tell you about |
| Body: | The main thing is, the most important thing is<br>There are two important things to remember |
| | Another thing is<br>For two reasons; one is, the other is<br>As a result |
| | On one hand . . . on the other hand<br>However, but |
| | So the point is<br>This brings us to the third point<br>So, to summarize<br>Now we come to the fourth important point |
| Conclusion: | To summarize, in sum<br>In short<br>In conclusion, finally<br>I have covered the following points |

3. Students review methods of taking notes, focusing on recording main points and examples in abbreviated form, and using key words and short phrases.
4. Students review all they know about the structure of a lecture: introduction, body (containing main points and examples), and conclusion. Teacher explains one method used to identify main points and examples (selective attention): listening for expressions (linguistic markers) that signal that a main point or example is about to be introduced, such as "The first main point is . . ." or "as an example . . . " Teacher supplies a list of commonly used markers to the class (please refer to figure 3 for a list of markers).
5. Students practice note taking by listening to a short lecture. They attend to the special expressions used to signal an introduction, a main point or example, and the conclusion (selective attention) and take notes on the lecture using the T-list method (note taking).
6. Immediately following the lecture, students pool their notes as a group to clarify any confusion regarding the lecture or to fill in any missing information (cooperation).
7. Depending on the difficulty of the lecture, the teacher can either repeat the lecture so that the students can verify their notes, or quiz the students on the content of the lecture.

**Assignment**

Students are to listen to a science, news, or other informative television program that is presented in a lecture format. Using a T-list, they are to note down the main points presented in the program, the markers used to introduce the main points, and any new marker expressions that they hear.

**Follow Up**

Students report in class on what they have heard in the programs.

**On Their Own**

Students listen to any informative program or class and take notes to relay the information to another person or to promote their own learning.

## Activity 10

**Metacognitive Strategy:** Selective Attention
**Cognitive Strategy:** Note Taking/Cooperation
**Activity Name:** Listening Comprehension (Lecture)
**Level:** Advanced
**Time:** 30 to 45 minutes
**Objective:** Retain main points and demonstrate the ability to communicate the main points in an interaction
**Materials:** Teacher-prepared lecture or story

**Classroom Procedures**

(This activity is for more advanced students who have already been introduced to note taking skills)

1. Teacher presents an oral passage to half of class only, e.g., lecture, short story, or current events. The rest of the class is given an assignment that involves either head sets or study in another room.
2. Students listen for the main idea, principal points, sequence, comparison/contrast (selective attention) and take notes using the T-list method (see figure 2) or outline form (note taking).
3. Students are then paired with those who did not hear the presentation.
4. Students who took notes recount the main idea, principal points, sequence, and comparison/contrasts to students who have no notes (cooperation).
5. Teacher quizzes the entire class to check for listening comprehension, understanding of the main points, and communicative ability.

**Assignment**

Half of the class is to listen to a taped lecture or program and take notes on the main ideas.

**Follow Up**

The students who took notes pair up with the students who have no notes to communicate main ideas. The teacher then spot-checks the accuracy of main ideas.

**On Their Own**

Students listen to the news or a short story and take notes to relay main ideas to peer or family member who has not heard it.

## Activity 11

| | |
|---|---|
| **Metacognitive Strategy:** | Functional Planning/Advance Organization |
| **Cognitive Strategy:** | Note Taking/Imagery |
| **Activity Name:** | Self-Generated Dialogue |
| **Level:** | Beginning/Intermediate |
| **Time:** | Three one-hour segments |
| **Objective:** | Demonstrate comprehension and comprehensible production in a speaking task |
| **Materials:** | Teacher-prepared dialogues of natural conversatons that are functionally similar and scripts for those conversations |

**Classroom Procedures**

1. Teacher gives students the topic of a dialogue and a task—e.g., in the restaurant, order a meal (advance organization).
2. Students think about what might take place and be said in general terms, e.g., greetings, request for information, request for items, ordering, complimenting, complaining, thanking, and leave-taking. They think about what they want to accomplish in such an exchange, what is required for the task, the best approach, etc. (functional planning).
3. Teacher then plays an example of such a conversation and checks for comprehension. Students ask teacher for clarification of unknown material.
4. Students discuss what the speakers accomplished in the conversation, e.g.,

the customer ordered a meal, waited a half-hour, complained to the waiter, etc.

5. Teacher then gives students the script and students identify functions of certain lines, e.g., "I waited here for 30 minutes!" "I'd like the soup, please" (request).
6. Students think of additional lines that fulfill the same function, e.g., "We're very hungry and don't want to wait any longer." Students note phrases in notebook (note taking).
7. Students imagine themselves in a restaurant, anticipate different problems (imagery), and repeat phrases and lines that seem most appropriate.
8. Students think of problems that might come up in such situations and ask teacher to provide them with additional lines.

**Assignment**

Students are to repeat lines as homework—teacher may suggest use of imagery (see use of imagery in dialogue learning).

**Follow Up**

Selected students then individually simulate a conversation at the restaurant with the teacher.

Teacher records conversations, and the class gives feedback. Teacher uses slightly different lines in the simulation; students must ask for clarification of unknown material during conversation, using communication strategies.

**On Their Own**

Students can prepare for future tasks by:

1. Considering what must be accomplished;
2. Identifying the functions needed to accomplish the task;
3. Checking their internal repertoire of language to see if internal language is available (can they say what they want to say?);
4. Seeking help from a native speaker or a more proficient friend or family member to supply missing information;
5. Mentally rehearsing a possible dialogue.

**Comments**

This concept of *dialogue* is quite different from the usual use of the term. We feel that dialogues, or prepared scripts, serve as *models* of the language only and that students should use them as a reference. The idea behind self-generated conversations is that students pair intention with available language and that teachers function as a resource to supply missing information. This tactic enhances both motivation and examination of internal resources.

While this activity is somewhat complex, early knowledge of language functions will enable students to carry out the more complex activities later in the year. The students can begin by analyzing the functions found in simple dialogues at the beginning of the year. Teachers can establish comprehension of functions by presenting dialogues that are functionally equivalent and having students compare them. The students will gradually understand language functions such as greetings or requests.

## Activity 12

**Metacognitive Strategy:** Functional Planning/Self-evaluation
**Cognitive Strategy:** Note Taking
**Activity Name:** Operational Communication
**Level:** Beginning/Intermediate
**Time:** Three one-hour segments
**Objective:** Demonstrate comprehension and production in a communication task
**Materials:** Audio tapes and scripts of teacher-prepared conversations

**Classroom Procedures**

1. Students think about what is required to accomplish a given task, e.g., making a doctor's appointment over the telephone—greetings, requests, giving biographical information, describing symptoms, getting directions, thanking, leave-taking (functional planning).
2. Students listen to several samples of such conversations.
3. Students analyze scripts of conversation by identifying words, phrases, and sentences that accomplish the various functions.
4. Students think of more specific lines that fulfill functions for the specific situation. Students also speculate on possible problems and corresponding lines. Students take notes on additional lines (note taking).

**Assignment**

Students are to rehearse aloud the lines that they developed from sample conversations and discussions. (Students may try imagery to aid in learning lines.)

**Follow Up**

Teacher simulates a telephone conversation with several students varying each conversation. The students have been briefed for each case beforehand with specific instructions, e.g., "Your mother has had severe headaches for the last two days. She has been taking aspirins only. You want to make an appointment for her for as early as possible and get directions to the doctor's office."

Students discuss each simulation, including what was effective, what was not understood and why (self-evaluation). The student who simulated the conversation with the teacher can make notes of the comments and devise a plan of action for problem areas, such as certain sounds, word order, specific expressions of politeness.

**On Their Own**

Students can consider tasks, possible functions, and lines to fulfill the functions, and can makes notes of important items they will need to express. The students can rehearse any lines they feel are important and then make the call. They can ask a more proficient speaker of English or native speakers for help with missing information. After they accomplish the task, students can record problem areas and general progress in a personal journal (self-evaluation).

## Activity 13

| | |
|---|---|
| **Metacognitive Strategy:** | Functional Planning/Self-evaluation |
| **Cognitive Strategy:** | Note Taking/Auditory Representation/ Resourcing/Cooperation |
| **Activity Name:** | Oral Presentation |
| **Level:** | Advanced |
| **Time:** | 45 minutes |
| **Objective:** | Demonstrate fluency, clarity, and confidence in formal oral presentations |
| **Materials:** | Teacher-prepared lectures that are functionally similar (tape and script) |

**Classroom Procedures**

1. Students consider the task of the oral presentation (lecture, commentary, briefing, or report) and what must be accomplished, e.g., opening, introductory remarks, number of points to be covered, points and subpoints, examples, conclusions, summary, implications, and closing (functional planning).
2. Teacher elicits expressions designed to mark points clearly in the presentation (See figure 3 for examples of markers).
3. Teacher plays tape of several examples for students, who identify parts of presentation and the expressions that mark each part.
4. Students examine scripts of oral presentations, discussing parts, the expressions that mark each part, and the functions that each line fulfills (functional planning).
5. Teacher asks students for additional expressions that might also be used to mark the sections of the presentation.
6. Students take notes on these additional expressions (note taking).

**Assignment**

To assist students in preparing their oral presentations, the teacher can provide a list of possible topics (see figure 4), information to be outlined (an article, chapter, etc.), a model, or the list of special expressions or linguistic markers.

**Sample**

Outline the three main points found in this article. Support each main point with two details or examples. Now arrange the main points in a logical order. Look up any items that you do not understand. Add an introduction and a conclusion to summarize the points. From your list of markers, find expressions that introduce each part and tie the main ideas to the examples. Write those at the side of your outline where you can see them easily. Imagine what you might say as you look at each point on your outline. Try to rehearse. (You may write the presentation in full if you feel that this will give you more confidence. Otherwise, try to rehearse from your outline.) Now rehearse aloud and tape the rehearsal, if possible. Listen to your own tape and make notes of any changes that you want to make in the next rehearsal (self-evaluation). Study the notes you have made and mentally rehearse the presentation again. Then rehearse aloud and have a peer critique your

performance (cooperation). Make notes of the comments to incorporate into the final performance.

Mentally rehearse your report, concentrating on the opening lines just before you present it to the class (auditory representation).

**Follow Up**

Students present oral reports in class. Teacher can check the outlines beforehand for accuracy.

**On Their Own**

Students can perform the above steps on their own for any oral presentation. A peer or family member can critique the performance.

## Figure 4
## Topics for Speaking

1. Traditional food from my country
2. Traditional clothes from my country
3. What a tourist should see in my country
4. Two differences between the people of my country and the people of the United States
5. A famous historical event of my country
6. A school project that I have worked on and enjoyed
7. A famous author from my country
8. What I do in my job
9. Traditional dances of my country
10. My first day in the United States
11. The marriage ceremony in my country
12. The differences between houses in my country and houses in the United States
13. The different sports of my country
14. My favorite school subject and why I like it
15. My favorite television program
16. A comparison of the family in my country and the family in the United States
17. What I like to do on the weekends and why
18. The major products of my country
19. The most interesting person I have ever met
20. Shopping in the United States—the good and bad aspects
21. An unusual place to visit—a description and the reasons to visit
22. Two famous people
23. The dating customs of my country
24. The most beautiful city I have ever visited
25. The happiest moment of my life
26. Two school systems—the United States school system and the school system of my country
27. Space travel—a famous space voyage
28. The different religions of my country
29. The system of government in the United States

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